

R H Rollings Middle School of the Arts

815 South Main Street
Summerville, South Carolina 29483

Grades	6-8 Middle School	
Enrollment	627 Students	
Principal	Dr. Kathy Sobolewski	843-873-3610
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	2	0	0	0

IMPROVEMENT RATING

GOOD

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Good	Yes
2005	Excellent	Good	Yes

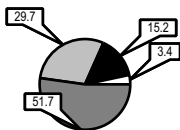
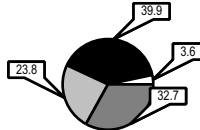
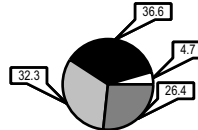
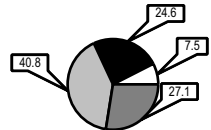
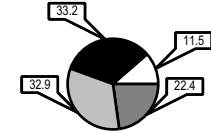
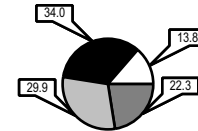
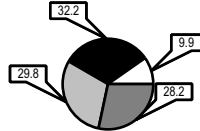
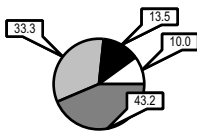
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	617	100.0	3.4	29.7	51.7	15.2	78.9	Yes	Yes
Gender									
Male	260	100.0	3.5	32.7	49.2	14.6	76.2		
Female	357	100.0	3.4	27.5	53.5	15.7	81.0		
Racial/Ethnic Group									
White	528	100.0	3.0	27.8	52.8	16.3	80.9	Yes	Yes
African American	71	100.0	7.0	45.1	42.3	5.6	63.4	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	18.2	54.5	27.3	90.9	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	592	100.0	2.9	28.5	52.7	15.9	80.7		
Disabled	25	100.0	16.0	56.0	28.0	0.0	36.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	617	100.0	3.4	29.7	51.7	15.2	78.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	617	100.0	3.4	29.7	51.7	15.2	78.9		
Socio-Economic Status									
Subsidized meals	63	100.0	9.5	38.1	44.4	7.9	63.5	Yes	Yes
Full-pay meals	554	100.0	2.7	28.7	52.5	16.1	80.7		

Mathematics – State Performance Objective = 36.7%									
All Students	617	100.0	3.6	23.8	32.7	39.9	82.5	Yes	Yes
Gender									
Male	260	100.0	3.1	20.4	31.9	44.6	84.6		
Female	357	100.0	3.9	26.3	33.3	36.4	81.0		
Racial/Ethnic Group									
White	528	100.0	3.0	22.3	33.3	41.3	84.1	Yes	Yes
African American	71	100.0	8.5	39.4	23.9	28.2	67.6	Yes	Yes
Asian/Pacific Islander	11	100.0	0.0	9.1	27.3	63.6	90.9	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	592	100.0	2.7	23.5	32.9	40.9	83.6		
Disabled	25	100.0	24.0	32.0	28.0	16.0	56.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	617	100.0	3.6	23.8	32.7	39.9	82.5		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	617	100.0	3.6	23.8	32.7	39.9	82.5		
Socio-Economic Status									
Subsidized meals	63	100.0	9.5	27.0	31.7	31.7	73.0	Yes	Yes
Full-pay meals	554	100.0	2.9	23.5	32.9	40.8	83.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	617	100.0	4.7	32.3	26.4	36.6	63.0
Gender							
Male	260	100.0	4.2	26.5	23.5	45.8	69.2
Female	357	100.0	5.0	36.4	28.6	30.0	58.5
Racial/Ethnic Group							
White	528	100.0	3.8	31.8	26.5	37.9	64.4
African American	71	100.0	12.7	39.4	26.8	21.1	47.9
Asian/Pacific Islander	11	100.0	0.0	9.1	27.3	63.6	90.9
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	592	100.0	4.2	31.6	27.0	37.2	64.2
Disabled	25	100.0	16.0	48.0	12.0	24.0	36.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	617	100.0	4.7	32.3	26.4	36.6	63.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	617	100.0	4.7	32.3	26.4	36.6	63.0
Socio-Economic Status							
Subsidized meals	63	100.0	7.9	49.2	22.2	20.6	42.9
Full-pay meals	554	100.0	4.3	30.3	26.9	38.4	65.3

Social Studies							
All Students	617	100.0	7.5	40.8	27.1	24.6	51.7
Gender							
Male	260	100.0	6.2	33.5	28.8	31.5	60.4
Female	357	100.0	8.4	46.2	25.8	19.6	45.4
Racial/Ethnic Group							
White	528	100.0	6.3	40.9	28.0	24.8	52.8
African American	71	100.0	18.3	46.5	18.3	16.9	35.2
Asian/Pacific Islander	11	100.0	0.0	27.3	18.2	54.5	72.7
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	592	100.0	7.3	40.0	27.4	25.3	52.7
Disabled	25	100.0	12.0	60.0	20.0	8.0	28.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	617	100.0	7.5	40.8	27.1	24.6	51.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	617	100.0	7.5	40.8	27.1	24.6	51.7
Socio-Economic Status							
Subsidized meals	63	100.0	17.5	55.6	14.3	12.7	27.0
Full-pay meals	554	100.0	6.3	39.2	28.5	26.0	54.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	222	100.0	5.0	28.8	50.0	16.2	66.2
	7	199	100.0	3.0	34.3	51.0	11.6	62.6
	8	189	100.0	5.3	38.3	45.2	11.2	56.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	209	100.0	3.8	22.6	52.9	20.7	73.6
	7	218	100.0	4.1	32.6	50.5	12.8	63.3
	8	190	100.0	2.1	34.2	51.6	12.1	63.7
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	222	100.0	3.6	24.3	31.5	40.5	72.1
	7	199	100.0	3.0	30.3	34.8	31.8	66.7
	8	189	100.0	3.7	38.3	30.9	27.1	58.0
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	209	100.0	2.9	13.9	31.3	51.9	83.2
	7	218	100.0	3.2	22.0	32.6	42.2	74.8
	8	190	100.0	4.7	36.8	34.2	24.2	58.4
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	209	100.0	5.8	25.0	27.9	41.3	69.2
	7	218	100.0	1.4	35.3	22.9	40.4	63.3
	8	190	100.0	7.4	36.8	28.9	26.8	55.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	209	100.0	5.3	37.5	31.3	26.0	57.2
	7	218	100.0	10.1	39.9	26.1	23.9	50.0
	8	190	100.0	6.8	45.8	23.2	24.2	47.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 627)				
Students enrolled in high school credit courses (grades 7 & 8)	71.0%	Up from 47.1%	47.4%	15.5%
Retention rate	0.2%	Down from 0.3%	0.7%	3.0%
Attendance rate	97.3%	Down from 98.4%	96.9%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	1.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	1.6%	4.6%
Eligible for gifted and talented	64.8%	Up from 62.3%	43.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.4%	Down from 4.4%	8.3%	13.6%
Older than usual for grade	0.2%	Down from 0.5%	1.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.0%	0.5%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	50.0%	Up from 48.7%	56.9%	51.8%
Continuing contract teachers	87.5%	Down from 89.7%	84.2%	78.1%
Highly qualified teachers	97.1%	Down from 100.0%	90.0%	89.6%
Teachers with emergency or provisional certificates	5.7%	Up from 0.0%	4.9%	6.0%
Teachers returning from previous year	86.9%	Down from 89.1%	87.5%	85.4%
Teacher attendance rate	94.6%	Up from 93.8%	95.5%	94.9%
Average teacher salary	\$41,106	Up 4.7%	\$42,612	\$41,328
Prof. development days/teacher	12.7 days	Up from 9.4 days	9.8 days	11.5 days
School				
Principal's years at school	1.0	Down from 7.0	2.0	3.0
Student-teacher ratio in core subjects	25.8 to 1	Down from 26.1 to 1	25.2 to 1	21.3 to 1
Prime instructional time	90.2%	Down from 91.1%	91.0%	89.3%
Dollars spent per pupil*	\$5,876	Up 4.7%	\$5,508	\$6,022
Percent of expenditures for teacher salaries*	55.3%	Down from 56.8%	62.1%	61.7%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	97.7%	Down from 98.1%	97.7%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-05 school year at Rollings Middle School of the Arts has been one of tremendous growth! Thirty-nine certified teachers and 18 classified employees serve our small school of 618 students. The successes we have enjoyed this year are directly tied to our mission of utilizing the arts to promote learning.

Some of the highlights of the 2004-05 year were: Palmetto Gold Award winner, Excellent rating on our school report card, and meeting our goals to achieve Adequate Yearly Progress for the 3rd consecutive year. With the Palmetto Gold Award, we received a substantial monetary reward. The Education Oversight Committee has recognized RMSA for closing the achievement gap among students of differing economic, racial, and ethnic groups. The results from our annual teacher survey show that 100% of the faculty is satisfied with the learning environment, and 100% also indicated that parents are interested in their children's schoolwork at RMSA. Our PTA again reached 100% membership for parents and teachers. One of Rollings' finest teachers was selected as the Dorchester District Two Teacher of the Year.

Our talented arts students were honored through their performances and competitions. The Handbell's students performed at Ground Zero in New York City. The Vocal Music students won 1st place in MusicFest USA. Our band and strings programs each earned a rating of Superior. The RMSA students shared their talents with the community through our first annual Art-Stravaganza outreach.

Academically, our students excelled. Our school-wide emphases on goal setting helped students identify and reach their school goals. The faculty focused on student achievement data analysis in order to create an instructional program that fully meets the needs of our students. Fifty-one of our eighth grade students were Junior Scholars. Seventeen seventh grade students were Duke TIP Scholars. The RMSA QUEST team placed third in the tri-county academic competition. Our PACT scores are higher than the district and state average.

Our challenges for the upcoming year include increasing the use of collaborative decision-making. To address this need, next year's instructional schedule will include a common planning period for each team of teachers. Additionally, we strive to increase the number of students scoring Advanced on the PACT test through thorough data analysis, benchmark testing, and better alignment of teaching and testing with the achievement standards. We are now forging new relationships with other arts schools as we learn more about rigorous arts education. The entire RMSA school family is committed to providing all its students with a quality program where "Learning is an Art."

Dr. Kathy Sobolewski, Principal
Ms. Deborah Elek, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	44	182	99
Percent satisfied with learning environment	95.5%	87.4%	94.9%
Percent satisfied with social and physical environment	88.6%	83.5%	91.8%
Percent satisfied with school-home relations	97.7%	89.6%	81.6%

*Only students at the highest middle school grade level at this school and their parents were included.